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ABSTRACT

This packet of materials is designed to provide the vocational teacher with everything necessary to train advisory council members to interview in the school community. It also contains complete information on the teacher's role in the project and teacher instructions for using each item. Contents include instructions and lesson plan for advisory council member training (with objectives and plan of action); "Perceptions of Sex Equity in Vocational Education" forms with administration instructions; three reproduced transparencies with instructions for use; three handouts--Interviewing Techniques, Stock Answers to Respondents, and A Sample Introductory Phone Conversation--with instructions for use; materials concerning interviewing, including instructions for interview assignments, master list of interviewees and advisory council members, instructions for assigning alternate interviewees, five questionnaires (for parents, students, employers, teachers, and administrators), and instructions for distributing the questionnaires; progress log and instructions for use; instructions for administering the "Perceptions" form as a posttest; and instructions for returning questionnaires. (YLB)

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INSTRUCTORS' MANUAL FOR TRAINING VOCATIONAL TEACHERS TO PREPARE ADVISORY COUNCIL MEMBERS TO CONDUCT INTERVIEWS

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Stillwater, OK 74074
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CE 025 140

Introduction to Packet

This packet of materials has been designed for you as a vocational teacher to provide you with everything you will need to train your advisory council members to interview in the school-community. It also contains complete information about your part in the project and your instructions for using each item. Those directions for you are attached to the items and are printed on colored sheets. The items to be found in your packet and their page numbers are listed below.

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Teacher Responsibilities at This Stage

1. After this meeting your next responsibility is to notify your advisory council members of the training meeting.

2. At this meeting you will first administer the "Perceptions of Sex Equity in Vocational Education" form to your council members. These forms are found in this packet following page 9.

3. After advisory council members complete these forms, it is your responsibility to train them to interview in the community.

4. At the end of the meeting each council member will pick up a list of persons to interview. These lists are found in the small envelopes that are included in this packet.

5. While your advisory council members are conducting the interviews, you will need to keep track of their progress. On page 18 a progress log form is provided for your use.

6. If a council member cannot reach a respondent or if a respondent refuses to be interviewed, then you will need to assign an alternate.

7. It will also be your responsibility to serve as an interviewee if your name is on one of the interviewee lists.

8. As the questionnaires are returned by the advisory council members, you are responsible for mailing them back to the research team. Envelopes are included at the end of the packet. Return your progress log and master list of interviewees when all questionnaires are completed.

Instructions for Arranging the Advisory Council Meeting

As soon as possible, call your council members and notify them of the date there will be a meeting. This meeting is for the purpose of administering the "Perceptions of Sex Equity in Vocational Education" form and training the council members to interview. If it is not possible for all your advisory council members to be present, then arrange for any council member who was absent to meet with you on another day for training. It is important to train your council members, not to simply hand them questionnaires and assume they can conduct good interviews.

Date set for training: _____

Time: _____

Instructions for Using the Teacher's Lesson Plan

On the next few pages you will find the lesson plan for use in training your council members to interview the community. It is very important that you become familiar with the lesson plan before you meet with your advisory council so that your training will be effective and you can answer any questions they may have. All the activities which you or your council members must perform are listed in this plan. Also listed are the places in the lesson where you will need to use transparencies or to distribute handouts. It is important that you use this lesson plan exactly as it is written. Follow the specified order of activities and do not omit any section of it.

Teachers' Lesson Plan for Advisory Council Member Training

Objectives:

1. Each advisory council member will express personal opinions on the pre-test "Perceptions of Sex Equity in Vocational Education."
2. Advisory council members can briefly describe the research project's nature and purpose to interviewees.
3. Advisory council members can successfully administer the questionnaire to other people.

Plan of Action:

1. When all advisory council members are present, pass out the pre-test. Before they begin, explain:

   "It is necessary to find out some of your attitudes toward vocational programs and opportunities. Please mark your true feelings. There will be no attempt to identify you by name and none of your responses will be revealed. Please do not talk with other council members while filling out the questionnaire. If you need any pencils, I have some available for you."

2. Collect questionnaires.
3. Describe the nature of the project and its purpose by reading the following paragraph to the council members:

   "The vocational programs from our school have been asked to participate in a federally funded research project. This project is being conducted by a research team from Oklahoma State University. They are trying to identify barriers and facilitators in our school and

community to equal vocational opportunities for boys and girls. You as members of our local advisory council are each being asked to survey a few members of our community."

4. Describe the advisory council members' responsibilities.

   A. To interview five people to see how they feel about who should be trained and work at certain jobs. The people you will interview have been randomly selected and their names placed in envelopes. At the end of this meeting you will draw an envelope that contains the names and addresses of the people you are to interview.

   B. People to be interviewed are: (See transparency #1.)

      1. Parents of 11th and 12th grade students,
      2. 11th and 12th grade students enrolled in vocational programs,
      3. School administrators,
      4. School professional personnel (teachers, counselors, and librarians), and
      5. Potential business employers.

   C. The period of time for interviewing is from April 17 through May 5.

   D. Each interview should require approximately 20 minutes, so the total interviewing time required should be around 2 hours.

   E. In the fall, the local advisory council will meet again to use the results of the questionnaires to see if we can eliminate the barriers and strengthen the facilitators for sex equity.

5. Discuss techniques for interviewing. (See transparencies #2 and 3.)

   A. Thoroughly familiarize yourself with the questionnaire. Read it several times and practice reading it aloud.

   B. When you call people for an interview, try to arrange it so that it is convenient for them. For example: teachers may be interviewed

during a free period, or before or after the school day in the teacher's lounge, or in the evening at home. (A sample phone conversation is included in your instructions.)

C. When you meet with the person you are interviewing, try to make the person comfortable. Sit down together if possible. So that they don't feel threatened by their responses, assure their privacy in order to permit them to answer as they believe. Wives may not feel free to express opinions if their husbands are present, nor students in front of parents or peers.

D. During the interview, keep the pages of the interview stapled together in order.

E. Begin with the introductory statement that introduces yourself, tells the organization you are working with, the purpose of the survey, the degree of confidentiality, and how the respondent was selected. This is given on the first page of your questionnaire.

F. Be a <u>neutral medium</u> through which questions and answers are transmitted. Don't bias the responses by your tone of voice or facial expression.

G. For some questions, interviewees need to be asked to give more information than a simple yes or no. Please write this in. On other questions space has been left for you to record any voluntary comments of the person being interviewed. Try to record exactly as given without summarizing, rewording, or correcting any bad grammar.

H. After completing your interview, be sure to express your appreciation for the person's time and effort.

I. Try several times to contact hard to reach people before giving up and using an alternate.

(Distribute handout #1, "Interviewing Techniques.")

6. Discuss excuses people may give for not wanting to participate in the survey, and the possible answers the council member might use. (Distribute handout #2, "Stock Answers to Respondents.")
7. Ask for questions from council members concerning interviewing. (Distribute handout #3, "Sample Introductory Phone Conversation.")
8. Have advisory council members pair up and practice interviewing each other, one using the employer survey, and one using the parent survey. These practice questionnaires are attached to this lesson plan.
9. Bring group back together and ask for additional questions that they may have.
10. Assign interviewees to advisory council members. Lists of five randomly selected people to be interviewed have been drawn up by the research team. These lists are enclosed in the small envelopes. The number of envelopes corresponds with the number of advisory council members. Advisory council members will draw an envelope to determine which list of people they will interview. Write down council member's name beside the number of the envelope drawn on the master list of interviewees.
11. Distribute questionnaires to advisory council members by having council members pick up the set of questionnaires that corresponds to the number on their envelopes.
12. Ask the council members to please return forms to you in person when all interviews have been completed prior to May 5.

Instructions for Administering the "Perceptions" Form

The next items in your packet are the "Perceptions of Sex Equity in Vocational Education" forms. There is one form for each of your council members. This form should be administered before any discussion of the project or any interview training has taken place. Before your council members arrive make sure that you have enough pens or pencils for them to use. When they are all present, distribute the forms and explain:

"It is necessary to find out some of your attitudes toward vocational programs and opportunities. Please mark your true feelings. There are no right or wrong answers. There will be no attempt to identify you by name and none of your responses will be revealed. Please do not talk with other council members while filling out the questionnaire. If any of you need pencils, I have some available for you."

After everyone has completed the form, collect the questionnaires and proceed with the interview training.

(A "Perceptions" form is included for each vocational teacher and each advisory council member.)

Perceptions of Sex Equity in Vocational Education

Social Security No._____Date_____

Name of School_____

Advisory Council Member for (Department or School)_____

Directions: Please write your answers to the following questions. If you have any questions, ask the vocational teacher who gave you the questionnaire.

A. Personal Data

1. What is your occupation?

2. Do you have children in the public school?
   Specify by sex and grade:

3. Is this your first time to serve on an advisory committee in the school?
   Specific length of time:

4. What is your educational achievement level?

5. Did you enroll in a vocational program (Agriculture, Business and Office, Distributive Education, Health Services, Home Economics, Industrial Education, and Trade and Industry) during your school years?
   Specify:

B. Feelings About the Vocational Program

** Do you feel that the vocational program, on whose advisory committee you serve:

6. Is really making a contribution to the students who are enrolled? If your answer if yes, please write why you think this is true.

7. Is a part of the total school's program? If your answer is yes, please give an example.

8. Is known by most of the citizens it serves? If your answer is yes, please write an explanation.

9. Is up-to-date in what is being taught? If you answer if yes, write how you know that this is true.

10. Is a vital part of the community? If your answer is yes, please explain.

		Strongly Support	Mildly Support	Neutral	Mildly Reject	Strongly Reject
16.	Girls are overly protected in our culture.	16. ( )	( )	( )	( )	( )
17.	Instructional materials used in vocational classes are not sex-biased.	17. ( )	( )	( )	( )	( )
18.	Classroom activities are not assigned on the basis of sex.	18. ( )	( )	( )	( )	( )
19.	Teachers have the same classroom expectations for girls and boys.	19. ( )	( )	( )	( )	( )
20.	Students are encouraged to examine their vocational preferences other than by traditional role expectations based on sex.	20. ( )	( )	( )	( )	( )
21.	Society places emphasis on a college degree more than on learning a skill.	21. ( )	( )	( )	( )	( )
22.	It is the role of a high school to prepare students for a career.	22. ( )	( )	( )	( )	( )
23.	Males should be given first preference, when enrollment in industrial and technical classes is limited.	23. ( )	( )	( )	( )	( )
24.	Women should be allowed to work in heavy industry.	24. ( )	( )	( )	( )	( )
25.	If women are to work in heavy industry, there should be special restrictions on working hours and conditions.	25. ( )	( )	( )	( )	( )
26.	Girls as well as boys need to prepare themselves for careers.	26. ( )	( )	( )	( )	( )

		Strongly Support	Mildly Support	Neutral	Mildly Reject	Strongly Reject
27.	Vocational students are better prepared for jobs after high school graduation than non-vocational students.	27. ( )	( )	( )	( )	( )
28.	Men make better bosses than women.	28. ( )	( )	( )	( )	( )
29.	Most girls would laugh at a girl who enrolled in plumbing.	29. ( )	( )	( )	( )	( )
30.	Most boys would laugh at a boy who wanted to become a secretary.	30. ( )	( )	( )	( )	( )
31.	Most men would marry a woman even though she works as a truck driver.	31. ( )	( )	( )	( )	( )
32.	In high school, all job training courses are open to girls.	32. ( )	( )	( )	( )	( )
33.	In high school, all job training courses are open to boys.	33. ( )	( )	( )	( )	( )
34.	A woman can have a career while raising a family.	34. ( )	( )	( )	( )	( )
35.	The language and atmosphere in a shop course are probably not proper for having girls enrolled.	35. ( )	( )	( )	( )	( )
36.	Other students would consider a boy a sissy if he wanted to become a child care aide.	36. ( )	( )	( )	( )	( )
37.	Each student should have the right to the job preparation program of his or her choice.	37. ( )	( )	( )	( )	( )

		Strongly Support	Mildly Support	Neutral	Mildly Reject	Strongly Reject
38.	There are some jobs that only men should be hired for.	38. ( )	( )	( )	( )	( )
39.	A woman's main role is to be a good wife and mother.	39. ( )	( )	( )	( )	( )
40.	A woman can do any job (occupation) a man can do.	40. ( )	( )	( )	( )	( )

Instructions for Using Transparencies

There are three transparencies provided for you to use during your presentation of the interview training lesson. It will be necessary to arrange to have an overhead projector and screen in your room at the time of training. Your lesson plan will tell you when you need to use the transparencies. If for some reason you are unable to use the transparencies, it would be helpful to write the information on a poster or on a chalkboard. The transparencies included in the packet are:

1. People to be interviewed.
2. & 3. Interviewing techniques.

PEOPLE TO BE INTERVIEWED:

1. Parents of 11th and 12th grade students.
2. 11th and 12th grade students enrolled in vocational technical programs.
3. School Administrators.
4. School Professional Personnel (teachers, counselors, librarians).
5. Potential Business Employers.

INTERVIEWING TECHNIQUES

1. Thoroughly familiarize yourself with the questionnaire.

2. When you call people for an interview, try to arrange it so that it is convenient for them. (A sample phone conversation is included in your instructions.)

3. When you meet with the person you are interviewing, try to set up a comfortable climate for the interview. Sit down together if possible. So that they don't feel threatened by their responses, assure their privacy in order to permit them to answer as they believe.

4. During the interview, keep the pages of the interview stapled together in order.

5. Begin with an introductory statement that introduces yourself and tells the organization you are working with, the purpose of the survey, the degree of confidentiality, and how the respondent was selected. This is given on the first page of your questionnaire.

6. Be a neutral medium through which questions and answers are transmitted. Don't bias the responses by your tone of voice or facial expression.

7. Some questions need more information than a simple yes or no. Please write this in. On other questions, space has been left for you to record any voluntary comments. Try to record exactly as given without summarizing, rewording, or correcting bad grammar.

8. After completing your interview, be sure to express your appreciation for the person's time and effort.

9. Try several times to contact hard to reach people before giving up and using an alternate.

Instructions for Using Handouts

There are three handouts for you to distribute to the advisory council members during your interviewer training lesson. These handouts are to be taken home and studied before they begin interviewing the school-community. It is important that they become quite familiar with them. Your lesson plan notes the points where you will need to distribute these handouts. The handouts included in the packet are:

1. Interviewing Techniques
2. Stock Answers to Respondents
3. A Sample Introductory Phone Conversation

(Enough handouts are included for each teacher and each advisory council member.)

Stock Answers to Respondents

WHAT YOU SHOULD SAY . . .

1. IF RESPONDENT WONDERS WHY HE IS BEING INTERVIEWED, OR SUGGESTS INTERVIEWING SOMEONE ELSE:

   "You were selected completely by chance according to procedures worked out by the research team. So your opinions are important and interviewing someone else wouldn't be as good."

2. IF RESPONDENT SAYS HE DOESN'T HAVE TIME TO BE INTERVIEWED:

   "There aren't many questions and the questions won't take long. You can go right on with your work."

3. IF RESPONDENT INSISTS HE IS TOO BUSY:

   "What would be a better time for me to come back? I'll be happy to return for an appointment that would be more convenient for you."

4. IF RESPONDENT SAYS HE DOESN'T KNOW ENOUGH TO GIVE GOOD ANSWERS:

   "In this survey, it's not what you know that counts. Rather, it's what you happen to think about various topics that is important."

5. IF RESPONDENT IS AFRAID TO ANSWER SOME QUESTION OR ASKS: "What are you going to do with these answers?" or "Why do you want to know that?"

   "Well, many people are being asked these same questions, of course, and what you say is confidential. We are interested in these questions only to see what a lot of people in our community generally are thinking about."

6. IF RESPONDENT RESENTS A QUESTION OR THE WAY IT IS PHRASED:

   "The research team made up these questions, and we are instructed to read each one just as it is written."

7. IF RESPONDENT IS ANNOYED AND JUST PLAIN REFUSES TO ANSWER A QUESTION:

   "Of course, you don't have to answer any question you'd prefer not to. I'm only trying to get your opinion because our study is more accurate that way." Then if respondent still refuses, don't comment, just go on quickly to the next question. Mark the item "Refused."

8. IF RESPONDENT ASKS: "What do you think about that?"

   "I'm not allowed to give my opinions since they might influence you."

Sample Introductory Phone Conversation

Hello, is this (Mr.) (Ms.)_____ that I'm speaking to? I'm _(your name)_ , a member of the _____High School Local Advisory Council for vocational education. I'm helping our school to conduct a survey of our community attitudes toward vocational education. Your name was selected by a random drawing and in order for us to have an accurate survey, it is important that your opinions are expressed. I would like to meet with you and ask you a few questions on this subject. It should take no more than 15 or 20 minutes. What time would it be convenient for me to meet with you?

Interviewing Techniques

1. Thoroughly familiarize yourself with the questionnaire. Read it several times and practice reading it aloud.

2. When you call people for an interview, try to arrange it so that it is convenient for them. For example: teachers may be interviewed during a free period, or before or after the school day in the teachers' lounge, or in the evening at home. (A sample phone conversation is included in your instructions.)

3. When you meet with the person you are interviewing, try to set up a comfortable climate for the interview. Sit down together if possible. So that they don't feel threatened by their responses, assure their privacy in order to permit them to answer as they believe. Wives may not feel free to express opinions if their husbands are present nor students in front of parents or peers.

4. During the interview, keep the pages of the interview stapled together in order.

5. Begin with the introductory statement that introduces yourself, tells the organization you are working with, the purpose of the survey, the degree of confidentiality, and how the respondent was selected. This is given on the first page of your questionnaire.

6. Be a neutral medium through which questions and answers are transmitted. Don't bias the responses by your tone of voice or facial expression.

7. For some questions, interviewees need to be asked to give more information than a simple yes or no. Please write this in. On other questions space has been left for you to record any voluntary comments of the person being interviewed. Try to record exactly as given without summarizing, rewording, or correcting any bad grammar.

8. After completing your interview, be sure to express your appreciation for the person's time and effort.

9. Try several times to contact hard to reach people before giving up and using an alternate.

Instructions for Interviewer Assignments

The small envelopes contain the names of five randomly selected people whom the advisory council members will be interviewing. The number of envelopes should correspond with the number of advisory council members for your program. It is important that the council members interview the selected people, and not trade interviewees with other council members. The advisory council members will draw an envelope to determine which list of people they will interview. After the envelope is drawn, write down the council member's name beside the envelope number on the master list of interviewees. Each advisory council member should then pick up the set of questionnaires that corresponds to the number on the envelope. (See page 17.) The master list of interviewees should be returned to the research team when the last set of questionnaires is mailed.

Master List of Interviewees & Advisory Council Members

Teacher:_____
School:_____
Vocational Program:_____

Advisory Council Member

Envelope 1

1. _____
2.
3.
4.
5.

Envelope 2

1. _____
2.
3.
4.
5.

Envelope 3

1. _____
2.
3.
4.
5.

Envelope 4

1. _____
2.
3.
4.
5.

Envelope 5

1. _____
2.
3.
4.
5.

Instructions for Assigning Alternate Interviewees

If after repeated attempts, an advisory council member cannot contact one of the people on the list, or if one refuses to participate in the survey, then it will be necessary for you to assign an alternate. There is an alternate envelope attached. Alternates should be assigned by drawing from the envelope. It may be necessary to provide the council member with another questionnaire that corresponds with the alternate's category. Extras are attached.

Be sure to record any alternates you assign on the master list of interviewees.

Remember, however, that alternate assignments are to be the last resort, and should not be too hastily assigned. Urge the council member to try to use their original list if at all possible.

Instructions for Distributing the Questionnaires

The forms in the large white envelopes are the questionnaires that the advisory council members will be using to interview the community. You will note that they are printed in different colors. These colors correspond to categories of people to be interviewed. The pink questionnaires are for parents, blue for students, green for employers, buff for teachers, and light yellow for administrators. Each advisory council member should pick up the set of questionnaires that corresponds to the number on the envelope drawn. Stress to the advisory council members that each should return the set of completed forms in person to you.

Part I Interviewer Directions: Before you go to interview the employer, student, teacher, administrator, or parent, please fill out the blanks concerning the name of the person you are interviewing, your name, name of the school district, date of interview, and the blocks asking for the sex of the person you are interviewing. This will help eliminate confusion at the beginning of your interview. Begin the interview with Part II Directions, which are enclosed within the box. Any directions in parentheses throughout the questionnaire are for you to read and determine whether or not ot use.

Interview with
School Administrators

Administrator's name _____

Interviewer's name _____

School District _____

Date _____

1. Administrator's sex: Female ☐ Male ☐

Part II Interviewer Directions: Hello, (Mr.) or (Ms.) _____. I'm (council member's name), a member of the local advisory council for vocational education; and I'm helping to conduct a survey of our community. It was developed by a research team from Oklahoma State University and is being done in cooperation with our local high school. We are trying to determine the community's views toward vocational opportunities for boys and girls. Your name was selected by a random drawing and your identity will not be used in any way. Are there any questions before we begin?

Part II (Continued): The first few questions I will be asking are basic information items about you. They will help us group the people we are interviewing. If there is anything you do not understand, please feel free to ask. (Hand course card to administrator.)

This card I am giving you has a complete listing of the vocational programs and courses that the school offers. When I mention vocational programs or courses, I am referring to those listed on the card. Take a moment to look over this card and feel free to look back to it at any time during the interview to clarify what is meant by vocational programs or courses.
(Proceed to question 2.)

2. What is your position with the school? _____

3. Number of years as a school employee? _____ Number of years in this particular school system? _____ Number of years as an administrator? _____

4. Which vocational courses did you take during high school?

- ☐ Agriculture
  Which course? _____
- ☐ Business & Office
  Which course? _____
- ☐ Distributive Education
- ☐ Health Occupations
  Which course? _____
- ☐ Home Economics (Consumer & Homemaking)
  Which course? _____
- ☐ Industrial Arts
- ☐ Occupational Home Economics
  Which course? _____
- ☐ Trades & Industry
  Which course? _____
- ☐ Other? (specify)
  _____
- ☐ Did not take any.

5. How long have you lived in this community? _____

Part III Interviewer Directions: How I will be asking you some opinion questions concerning student behavior, men's and women's work, and various community attitudes. Also, questions will concern this school's administration, counselors and teachers, facilities, and curriculum materials. Please answer first with a yes, no, or undecided. Then, if you have additional comments about the question, please feel free to make them. It is important that you tell me what you personally think, not what others may think. There are no right or wrong answers. Please remember that you name will not be used in any way. (Proceed to question 6.)

	Yes	No	Undecided
6. Do all vocational teachers in this high school welcome both boys and girls as students in their courses?	☐	☐	☐

Comment:

7. When speaking with the public about the school, do you often mention commitment to equal opportunity for both boys and girls in vocational classes?	☐	☐	☐

Comment:

8. Have both boys and girls received information encouraging them to enroll in vocational courses not traditional for their sex?	☐	☐	☐

Comment:

9. Do parents generally support their children's enrollment in vocational courses that are nontraditional for their sex?	☐	☐	☐

Comment:

	Yes	No	Undecided
10. Does the guidance staff recognize and attempt to counteract the sex bias found in interpretations of standardized career interest inventories and other career materials?	☐	☐	☐

Comment:

11. Do your school administrators and faculty colleagues express support for the implementation of Title IX of the Educational Amendments of 1972? (Sex Equity)	☐	☐	☐

Comment:

12. Would other students give girls a bad time if they enroll in a vocational course in which most of the students are boys?	☐	☐	☐

Comment:

13. Would other students give boys a bad time if they enroll in a vocational course in which most of the students are girls?	☐	☐	☐

Comment:

14. Do you think employment opportunities in this community would be good for boys who complete training for jobs that have usually been held by girls?	☐	☐	☐

Comment:

	Yes	No	Undecided
15. Do you think employment opportunities in this community would be good for girls who complete training for jobs that have usually been held by boys?	☐	☐	☐

Comment:

16. Have you ever been offered a promotion in this school system? If "yes," did you accept it?	☐	☐	☐

Comment:

17. Have high school students expressed a concern about equal enrollment opportunities in vocational courses for both boys and girls?	☐	☐	☐

Comment:

18. Have parents in the community expressed interest in providing equal enrollment opportunities for boys and girls in vocational classes?	☐	☐	☐

Comment:

19. Have administrators arranged inservice programs or meetings focused on encouraging both boys and girls to enroll in all vocational courses?	☐	☐	☐

Comment:

	Yes	No	Undecided
20. Do school facilities provided for vocational and technical education seem as appropriate for one sex as the other?	☐	☐	☐
Comment:			
21. Have curriculum materials used in this school system been evaluated as unbiased and non-stereotyped in their presentation of roles of men and women?	☐	☐	☐
Comment:			
22. Do you believe that in general men are more committed to their jobs than women are? (If "yes," skip the next question.)	☐	☐	☐
Comment:			
23. Do you believe that in general women are more comitted to their jobs than men are?	☐	☐	☐
Comment:			
24. Are women physically capable and emotionally suited for doing those jobs that have usually been held by men?	☐	☐	☐

	Yes	No	Undecided
25. Are men physically capable and emotionally suited for doing those jobs that have usually been held by women?	☐	☐	☐

Comment:

26. Do you think that there has been a change in the past 5 years in the way this community views men's work and women's work? If "yes," in what way?	☐	☐	☐

Comment:

27. Would your high school need to add or modify buildings or facilities if girls or boys felt free to select those vocational courses that have not been traditional for their sex? If "yes," what should be added or modified?	☐	☐	☐

Comment:

28. Do counselors encourage both boys and girls to enroll in all types of vocational courses?	☐	☐	☐

Comment:

29. In times of high unemployment, do you believe that people in this community favor the hiring of one sex over the other? If "yes," which would be favored?	☐	☐	☐

Comment:

	Yes	No	Undecided
30. Do you think it's all right for a married woman to seek employment if her husband's income is adequate to support the family?	☐	☐	☐

Comment:

31. Do any females hold administrative positions in your school system? If "yes," specify the position they hold.	☐	☐	☐

Comment:

32. Have any new vocational facilities or programs been added in the last 5 years? If "yes," what are they?	☐	☐	☐

Comment:

33. If federal funds were not available for vocational and technical programs, would you drop any of them? If "yes," which programs would you drop?	☐	☐	☐

Comment:

34. If you had an opening in a job that had usually been held by a woman, would you encourage qualified men to apply for it?	☐	☐	☐

Comment:

35. If you had an opening in a job that had usually been held by a man, would you encourage qualified women to apply for it?

Yes	No	Undecided
☐	☐	☐

Comment:

36. Do you believe that the administration and faculty of this school equally encourage boys and girls to enroll in the following vocational courses?

Part I Interviewer Directions: Before you go to interview the employer, student, teacher, administrator, or parent, please fill out the blanks concerning the name of the person you are interviewing, your name, name of the school district, date of interview, and the blocks asking for the sex of the person you are interviewing. This will help eliminate confusion at the beginning of your interview. Begin the interview with Part II Directions which are enclosed within the box. Any directions in parentheses throughout the questionnaire are for you to read and determine whether or not to use.

Interview with
Potential Employers

Employer's name _____

Interviewer's name _____

School District _____

Date _____

1. Employer's Sex: Female ☐ Male ☐

Part II Interviewer Directions: Hello, (Mr.) or (Ms.) _____. I'm (council member's name), a member of the local advisory council for vocational education, and I'm helping to conduct a survey of our community. It was developed by a research team from Oklahoma State University and is being done in cooperation with our local high school. We are trying to determine the community's views toward vocational opportunities for boys and girls. Your name was selected by a random drawing and your identity will not be used in any way. Are there any questions before we begin?

Part II (Continued): The first few questions I will be asking are basic information items about you. They will help us group the people we are interviewing. If there is anything you do not understand, please feel free to ask. (Hand card to employer.)

This card I am giving you has a complete listing of the vocational programs and courses that the school offers. When I mention vocational programs or courses, I am referring to those listed on the card. Take a moment to look over this card and feel free to look back to it at any time during the interview to clarify what is meant by vocational programs or courses. (Proceed to question 2.)

Yes No

2. Do you have any children in the public school? ☐ ☐ (If yes, proceed with the question. If no, skip the rest of the question and question number 3.) In what grades are they? Are they boys or girls?

son(s) _____ daughter(s) _____

grade(s) _____ grade(s) _____

3. I have a list of vocational programs. Please tell me if your son or daughter has been, or is currently enrolled in any of them.

Yes ☐ No ☐ If "yes", specify which course.

Son	Daughter		Son	Daughter	
☐	☐	Agriculture Which course? _____	☐	☐	Industrial Arts
☐	☐	Business & Office Which course? _____	☐	☐	Occupational Home Economics Which course? _____
☐	☐	Distributive Education	☐	☐	Trades & Industry Which course? _____
☐	☐	Health Occupations Which course? _____	☐	☐	Other? (Specify) _____
☐	☐	Home Economics (Consumer & Homemaking) Which course? _____			

4. Which vocational courses did you take during high school?

- ☐ Agriculture
  Which course? _____
- ☐ Business & Office
  Which course? _____
- ☐ Distributive Education
- ☐ Health Occupations
  Which course? _____
- ☐ Home Economics (Consumer & Homemaking)
  Which course? _____
- ☐ Industrial Arts
- ☐ Occupational Home Economics
  Which course? _____
- ☐ Trades & Industry
  Which course? _____
- ☐ Other (specify)
  _____
- ☐ Did not take any.

5. What business do you operate (supervise)? _____

6. For how many employees are you responsible? _____

7. How many are men? _____ How many are women? _____

8. I have a list of vocational programs. From which of these programs would you be apt to hire employees?

- ☐ Agriculture
  Which course? _____
- ☐ Business & Office
  Which course? _____
- ☐ Distributive Education
- ☐ Health Occupations
  Which course? _____
- ☐ Home Economics (Consumer & Homemaking)
  Which course? _____
- ☐ Industrial Arts
- ☐ Occupational Home Economics
  Which course? _____
- ☐ Trades & Industry
  Which course? _____
- ☐ Other? (specify)
  _____

9. How long have you lived in this community? _____

Part III Interviewer Directions: Now I will be asking you some opinion questions concerning men's and women's work, school courses, and various community attitudes. Please answer first with a yes, no, or undecided. Then, if you have additional comments about the question, please feel free to make them. It is important that you tell me what you personally think, not what others may think. There are no right or wrong answers. Please remember that you name will not be used in any way. (Proceed to question 10.)

		Yes	No	Undecided
10.	Do the men whom you employ express any concern about the greater participation of women in the labor force? If "yes," what is their concern?	☐	☐	☐
	Comment:			
11.	Are women physically capable and emotionally suited for doing those jobs that have usually been held by men?	☐	☐	☐
	Comment:			
12.	Are men physically capable and emotionally suited for doing those jobs that have usually been held by women?	☐	☐	☐
	Comment:			
13.	In times of high unemployment, do you believe that people in this community favor the hiring of one sex over the other? If "yes," which would be favored?	☐	☐	☐
	Comment:			

14. Have you been aware of any effort by your high school's administration or faculty to encourage equal employment opportunities for men and women students trained in vocational programs? Yes ☐ No ☐ Undecided ☐

Comment:

15. Are there some vocational courses that you think are more appropriate for girls than for boys? If "yes," which course(s)? _____ ☐ ☐ ☐

Comment:

16. Are there vocational courses that you think are more appropriate for boys than for girls? If "yes," which course(s)? _____ ☐ ☐ ☐

Comment:

17. Do you think it is all right for a married woman to seek employment if her husband's income is adequate to support the family? ☐ ☐ ☐

Comment:

18. Do you think employment opportunities in this community would be good for girls who complete training for jobs that have usually been held by boys? ☐ ☐ ☐

Comment:

19. Do you think employment opportunities in this community would be good for boys who complete training for jobs that have usually been held by girls? Yes ☐ No ☐ Undecided ☐

Comment:

20. Do you believe that your business would be adversely affected by an even distribution of men and women in your work force? ☐ ☐ ☐

Comment:

21. If you had an opening in a job that had usually been held by a man, would you encourage qualified women to apply for it? ☐ ☐ ☐

Comment:

22. If you had an opening in a job that usually had been held by women, would you encourage qualified men to apply for it? ☐ ☐ ☐

Comment:

23. Do you believe that in general men are more committed to their jobs than women are? <u>If "yes," skip the next question</u>. ☐ ☐ ☐

Comment:

24. Do you believe that in general women are more committed to their jobs than men are? ☐ ☐ ☐

Comment:

25. Do you think that there has been a change in the past 5 years in the way this community views men's and women's work? If "yes," in what way?

Yes	No	Undecided
☐	☐	☐

Comment:

Part I Interviewer Directions: Before you go to interview the employer, student, teacher, administrator, or parent, please fill out the blanks concerning the name of the person you are interviewing, your name, name of the school district, date of interview, and the blocks asking for the sex of the person you are interviewing. This will help eliminate confusion at the beginning of your interview. Begin the interview with Part II Directions, which are enclosed within the box. Any directions in parentheses throughout the questionnaire are for you to read and determine whether or not to use.

Interview with Parent of
Secondary School Student(s)

Parent _____

Interviewer _____

School District _____

Date _____

1. Parent's sex: Female ☐ Male ☐

Part II Interviewer Introduction and Directions: Hello, (Mr.) or (Ms.) _____. I'm (council member's name), a member of the local advisory council for vocational education - and I'm helping to conduct a survey of our community. It was developed by a research team from Oklahoma State University and is being done in cooperation with our local high school. We are trying to determine the community's views toward vocational opportunities for boys and girls. Your name was selected by a random drawing and your identity will not be used in any way. Are there any questions before we begin?

Part II (Continued): The first few questions I will be asking are basic information items about you. They will help us group the people we are interviewing. If there is anything you do not understand, please feel free to ask. (Hand course card to parent.)

This card I am giving you has a complete listing of the vocational programs and courses that the school offers. When I mention vocational programs or courses, I am referring to those listed on the card. Take a moment to look over this card and feel free to look back to it at any time during the interview to clarify what is meant by vocational programs or courses. (Proceed to question 2.)

2. What is your occupation? _____

3. (If the person is married) What is your spouse's occupation? _____

4. How many children do you have in public school? In what grades are they? Are they boys or girls?

son(s) _____ daughter(s) _____

grade(s) _____ grade(s) _____

5. I have a list of vocational courses. As I read them, please tell me if your son or daughter is currently enrolled.

Son	Daughter		Son	Daughter	
☐	☐	Agriculture Which course? _____	☐	☐	Industrial Arts
☐	☐	Business & Office Which course? _____	☐	☐	Occupational Home Economics Which course? _____
☐	☐	Distributive Education	☐	☐	Trades & Industry Which course? _____
☐	☐	Health Occupations Which course? _____	☐	☐	Other? (specify) _____
☐	☐	Home Economics (Consumer & Homemaking) Which course? _____	☐	☐	Not enrolled in any.

6. Which vocational courses have any of your children completed in prior years?

Son	Daughter		Son	Daughter	
☐	☐	Agriculture Which course? _____	☐	☐	Industrial Arts
☐	☐	Business & Office Which course? _____	☐	☐	Occupational Home Economics Which course? _____
☐	☐	Distributive Education	☐	☐	Trades & Industry Which course? _____
☐	☐	Health Occupations Which course? _____	☐	☐	Other? (specify) _____
☐	☐	Home Economics (Consumer & Homemaking) Which course? _____	☐	☐	Not enrolled in any.

7. Which vocational courses did you take during high school?

☐	Agriculture Which course? _____	☐	Industrial Arts
☐	Business & Office Which course? _____	☐	Occupational Home Economics Which course? _____
☐	Distributive Education	☐	Trades & Industry Which course? _____
☐	Health Occupations Which course? _____	☐	Other (specify) _____
☐	Home Economics (Consumer & Homemaking) Which course? _____	☐	Did not take any.

8. How long have you lived in this community? _____

Part III Interviewer Directions: Now I will be asking you some opinion questions concerning school courses, teachers, and your childs involvement in vocational programs. Also, there are questions about men's and women's work and various community attitudes. Please answer first with a yes, no, or undecided. Then, if you have additional comments about the questions, please feel free to make them. It is important that you tell me what you personally think, not what others may think. There are no right or wrong answers. Please remember that your name will not be used in any way. (Proceed to question 9).

		Yes	No	Undecided
9.	Have your children expressed concern that some vocational teachers do not welcome both boys and girls in their classes?	☐	☐	☐
	Comment:			
10.	Are there vocational courses in your school that you think are more appropriate for boys than for girls? If "yes," which course(s)?_____	☐	☐	☐
	Comment:			
11.	Are there vocational courses in your school that you think are more appropriate for girls than for boys? If "yes," which course(s)?_____	☐	☐	☐
	Comment:			
12.	In times of high unemployment, do you believe that people in this community favor the hiring of one sex over the other? If "yes," which would be favored?	☐	☐	☐

	Yes	No	Undecided
13. Have you been aware of any efforts by the school to bring about equal opportunity for boys and girls to enroll in vocational courses?	☐	☐	☐
Comment:			
14. Have your children expressed any concern about opportunities to enroll in vocational courses because of their sex? If "yes," what was their concern?	☐	☐	☐
Comment:			
15. Would you support your son if he wanted to enroll in a vocational course that enrolls mostly girls?	☐	☐	☐
Comment:			
16. Would you support your daughter if she wanted to enroll in a vocational course that enrolls mostly boys?	☐	☐	☐
Comment:			
17. Do you think employment opportunities in this community would be good for girls who complete training for jobs that have usually been held by men?	☐	☐	☐
Comment:			

	Yes	No	Undecided
18. Do you think employment opportunities in this community would be good for boys who complete training for jobs that have usually been held by women?	☐	☐	☐
Comment:			
19. Are women physically capable and emotionally suited for those jobs that have usually been held by men?	☐	☐	☐
Comment:			
20. Are men physically capable and emotionally suited for those jobs that have usually been held by women?	☐	☐	☐
Comment:			
21. Do you believe that in general men are more committed to their jobs than women are? (If "yes," skip the next question.)	☐	☐	☐
Comment:			
22. Do you believe that in general women are more committed to their jobs than men are?	☐	☐	☐
Comment:			

	Yes	No	Undecided
23. Do you think it is all right for a married woman to seek employment if her husband's income is adequate to support the family?	☐	☐	☐

Comment:

24. Do you think that there has been a change in the past 5 years in the way this community views men's work and women's work? If "yes," in what way?	☐	☐	☐

Comment:

Part I Interviewer Directions: Before you go to interview the employer, student, teacher, administrator, or parent, please fill out the blanks concerning the name of the person you are interviewing, your name, name of the school district, date of interview, and the blocks asking for the sex of the person you are interviewing. This will help eliminate confusion at the beginning of your interview. Begin the interview with Part II Directions, which are enclosed within the box. Any directions in parentheses throughout the questionnaire are for you to read and determine whether or not to use.

Interview with
School Teachers, Counselors,
or Librarians

Person's name _____

Interviewer's name _____

School District _____

Date _____

1. Person's sex: Female ☐ Male ☐

Part II Interviewer Introductions and Directions: Hello, (Mr.) or (Ms.) _____. I'm (council member's name), a member of the local advisory council for vocational education, and I'm helping to conduct a survey of our community. It was developed by a research team from Oklahoma State University and is being done in cooperation with our local high school. We are trying to determine the community's views toward vocational opportunities for boys and girls. Your name was selected by a random drawing and your identity will not be used in any way. Are there any questions before we begin?

Part II Continued: The first few questions I will be asking are basic information items about you. They will help us group the people we are interviewing. If there is anything you do not understand, please feel free to ask. (Hand course card to teacher.)

This card I am giving you has a complete listing of the vocational programs and courses that the school offers. When I mention vocational programs or courses, I am referring to those listed on the card. Take a moment to look over this card and feel free to look back to it at any time during the interview to clarify what is meant by vocational programs or courses.
(Proceed to question 2.)

2. What is your position with the school? _____

3. Number of years as a school employee? _____ Number of years in this particular school system? _____

4. Which vocational courses did you complete during high school?

- ☐ Agriculture
  Which course? _____
- ☐ Business & Office
  Which course? _____
- ☐ Distributive Education
- ☐ Health Occupations
  Which course? _____
- ☐ Home Economics (Consumer & Homemaking)
  Which course? _____
- ☐ Industrial Arts
- ☐ Occupational Home Economics
  Which course? _____
- ☐ Trades & Industry
  Which course? _____
- ☐ Other? (specify)
  _____
- ☐ Did not complete any.

5. How long have you lived in this community? _____

Part III Interviewer Directions: How I will be asking you some opinion questions concerning student behavior, men's and women's work, and various community attitudes. Also, questions will concern this school's administration, counselors and teachers, facilities, and curriculum materials. Please answer first with a yes, no, or undecided. Then, if you have additional comments about the question, please feel free to make them. It is important that you tell me what you personally think, not what others may think. There are no right or wrong answers. Please remember that you name will not be used in any way. (Proceed to question 6.)

	Yes	No	Undecided
6. Do all vocational teachers in this high school welcome both boys and girls as students in their courses?	☐	☐	☐

Comment:

7. When speaking with the public about the school, do you often mention commitment to equal opportunity for both boys and girls in vocational classes?	☐	☐	☐

Comment:

8. Have both boys and girls received information encouraging them to enroll in vocational courses not traditional for their sex?	☐	☐	☐

Comment:

9. Do parents generally support their children's enrollment in vocational courses that are nontraditional for their sex?	☐	☐	☐

Comment:

	Yes	No	Undecided
10. Does the guidance staff recognize and attempt to counteract the sex bias found in interpretations of standardized career interest inventories and other career materials?	☐	☐	☐

Comment:

11. Do your school administrators and faculty colleagues express support for the implementation of Title IX of the Educational Amendments of 1972? (Sex Equity)	☐	☐	☐

Comment:

12. Would other students give girls a bad time if they enroll in a vocational course in which most of the students are boys?	☐	☐	☐

Comment:

13. Would other students give boys a bad time if they enroll in a vocational course in which most of the students are girls?	☐	☐	☐

Comment:

14. Do you think employment opportunities in this community would be good for boys who complete training for jobs that have usually been held by girls?	☐	☐	☐

Comment:

	Yes	No	Undecided
15. Do you think employment opportunities in this community would be good for girls who complete training for jobs that have usually been held by boys?	☐	☐	☐

Comment:

16. Have you ever been offered a promotion in this school system? If "yes," did you accept it?	☐	☐	☐

Comment:

17. Have high school students expressed a concern about equal enrollment opportunities in vocational courses for both boys and girls?	☐	☐	☐

Comment:

18. Have parents in the community expressed interest in providing equal enrollment opportunities for boys and girls in vocational classes?	☐	☐	☐

Comment:

19. Have administrators arranged inservice programs or meetings focused on encouraging both boys and girls to enroll in all vocational courses?	☐	☐	☐

Comment:

	Yes	No	Undecided
20. Do school facilities provided for vocational and technical education seem as appropriate for one sex as the other?	☐	☐	☐

Comment:

21. Have curriculum materials used in this school system been evaluated as unbiased and non-stereotyped in their presentation of roles of men and women?	☐	☐	☐

Comment:

22. Do you believe that in general men are more committed to their jobs than women are? (If "yes," skip the next question.)	☐	☐	☐

Comment:

23. Do you believe that in general women are more comitted to their jobs than men are?	☐	☐	☐

Comment:

24. Are women physically capable and emotionally suited for doing those jobs that have usually been held by men?	☐	☐	☐

	Yes	No	Undecided
25. Are men physically capable and emotionally suited for doing those jobs that have usually been held by women?	☐	☐	☐

Comment:

26. Do you think that there has been a change in the past 5 years in the way this community views men's work and women's work? If "yes," in what way?	☐	☐	☐

Comment:

27. Would your high school need to add or modify buildings or facilities if girls or boys felt free to select those vocational courses that have not been traditional for their sex? If "yes," what should be added or modified?	☐	☐	☐

Comment:

28. Do counselors encourage both boys and girls to enroll in all types of vocational courses?	☐	☐	☐

Comment:

29. In times of high unemployment, do you believe that people in this community favor the hiring of one sex over the other? If "yes," which would be favored?	☐	☐	☐

Comment:

30. Do you think it's all right for a married woman to seek employment if her husband's income is adequate to support the family?

Yes	No	Undecided
☐	☐	☐

Comment:

31. Do you believe that the administration and faculty of this school equally encourage boys and girls to enroll in the following vocational courses?

Part I Interviewer Directions: Before you go to interview the employer, student, teacher, administrator, or parent, please fill out the blanks concerning the name of the person you are interviewing, your name, name of the school district, date of interview, and the blocks asking for the sex of the person you are interviewing. This will help eliminate confusion at the beginning of your interview. Begin the interview with Part II Directions, which are enclosed within the box. Any directions in parentheses throughout the questionnaire are for you to read and determine whether or not to use.

Interview with
Vocational/Technical Student

Student's name _____

Interviewer's name _____

School District _____

Date _____

1. Student's sex: Female ☐ Male ☐

Part II Interviewer Introduction and Directions: Hello, (Mr.) or (Mrs.) ___. I'm (council member's name), a member of the local advisory council for vocational education; and I'm helping to conduct a survey of our community. It was developed by a research team from Oklahoma State University and is being done in cooperation with our local high school. We are trying to determine the community's views toward vocational opportunities for boys and girls. Your name was selected by a random drawing and your identity will not be used in any way. Are there any questions before we begin?

Part II (Continued): The first few questions I will be asking are basic information items about you. They will help us group the people we are interviewing. If there is anything you do not understand, please feel free to ask. (Hand course card to student.)

This card I am giving you has a complete listing of the vocational programs and courses that the school offers. When I mention vocational programs or courses, I am referring to those listed on the card. Take a moment to look over this card and feel free to look back to it at any time during the interview to clarify what is meant by vocational programs or courses. (Proceed to question 2.)

2. What grade are you in school? 11th ☐ 12th ☐

3. Do you have a part-time job? Yes ☐ No ☐

4. If yes, what is your job? _____

5. What to you plan to do for your career or occupation? _____

6. In your future job, will there be more:

☐ Men Employees ☐ Women Employees ☐ About Equal ☐ Don't Know

7. In which vocational course or courses are you currently enrolled? (Ask about each.)

☐ Agriculture
Which course? _____

☐ Business & Office
Which course? _____

☐ Distributive Education

☐ Health Occupations
Which course? _____

☐ Home Economics (Consumer & Homemaking)
Which course? _____

☐ Industrial Arts

☐ Occupational Home Economics
Which course? _____

☐ Trades & Industry
Which course? _____

☐ Other (specify)
_____

8. Which high school vocational courses have you taken in other years? (Ask about each.)

- ☐ Agriculture — Which course? _____
- ☐ Business & Office — Which course? _____
- ☐ Distributive Education
- ☐ Health Occupations — Which course? _____
- ☐ Home Economics (Consumer & Homemaking) — Which course? _____
- ☐ Industrial Arts
- ☐ Occupational Home Economics — Which course? _____
- ☐ Trades & Industry — Which course? _____
- ☐ Other (specify) _____
- ☐ Did not take any.

9. Have you been or are you now a member of any of the following student clubs?

- ☐ DECA
- ☐ FBLA
- ☐ FFA
- ☐ FHA
- ☐ HOSA
- ☐ HERO
- ☐ VICA

10. How long have you lived in this community? _____

Part III Interviewer Directions: Now I will be asking you some opinion questions concerning your school -- its courses, its facilities, its books and materials, and its teachers and counselors. Also, I will be asking your opinion about men's and women's work and the actions of other students and your parents. Please answer first with a yes, no, or undecided. Then if you have additional comments about the question please feel free to make them. It is important that you tell me what you personally think, not what others may think. There are no right or wrong answers. Please remember that your name will not be used in any way. (Proceed to question 11.)

		Yes	No	Undecided
11.	Do you think employment opportunities in this community would be good for boys who complete training for jobs that have usually been held by girls?	☐	☐	☐
	Comment:			
12.	Do you think employment opportunities in this community would be good for girls who complete training for jobs that have usually been held by boys?	☐	☐	☐
	Comment:			
13.	(For girls) Would your parents be supportive of your enrollment in a vocational course that has mostly boys enrolled? (girls)	☐	☐	☐
	(For boys) Would your parents be supportive of your enrollment in a vocational course that has mostly girls enrolled? (boys)	☐	☐	☐
	Comment:			
14.	Do counselors encourage both boys and girls to enroll in all types of vocational courses?	☐	☐	☐
	Comment:			
15.	Are textbooks, films, and other class materials used by vocational teachers fair in their presentation of the work roles assumed by men and women?	☐	☐	☐
	Comment:			

		Yes	No	Undecided
16.	Do boys in your school seem reluctant to enroll in vocational courses that have mostly girls enrolled?	☐	☐	☐
	Comment:			
17.	Do girls in your school seem reluctant to enroll in vocational courses that have mostly boys enrolled?	☐	☐	☐
	Comment:			
18.	(Ask girls) Would other students give you a bad time if you enrolled in a class in which most of the students were boys?	☐	☐	☐
	(Ask boys) Would other students give you a bad time if you enrolled in a class in which most of the students were girls?	☐	☐	☐
	Comment:			
19.	(Ask girls) Have you had any information encouraging you to enroll in vocational courses that are not traditionally for girls? If "yes," what?	☐	☐	☐
	(Ask boys) Have you had any information encouraging you to enroll in vocational courses that are not traditionally for boys? If "yes," what?	☐	☐	☐
	Comment:			
20.	Do you think that men's and women's jobs are equally important? If "no," which is more important?	☐	☐	☐

	Yes	No	Undecided
21. Are there any vocational courses in your school that you think are more appropriate for boys than for girls? If "yes," which course(s) _____	☐	☐	☐
Comment:			
22. Are there any vocational courses in your school that you think are more appropriate for girls than for boys? If "yes," which course(s)? _____	☐	☐	☐
Comment:			
23. Do your high school facilities for vocational education seem to be designed for use by both boys and girls?	☐	☐	☐
Comment:			
24. Do all vocational teachers in this school welcome both boys and girls as students in their classes?	☐	☐	☐
Comment:			
25. Do you think it is all right for a married woman to seek employment if her husband's income is adequate to support the family?	☐	☐	☐
Comment:			

26. Do you believe that your high school equally encourages boys and girls to enroll in the following vocational courses?

Progress Log of Advisory Council Members

Teachers name:_____

Vocational program:_____

School:_____

Advisory Council Member	Date Trained	Week 1 Progress (# contacted or interviewed)	Week 2 Progress (# contacted or interviewed)	Ques. Ret. (√)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Instructions for Using the Progress Log

The next page in your packet is a progress log. This is for your use in following the progress of your council members in their interviewing. By using it you can be sure that everyone will complete the interviewing by the deadline. Also, it will assist you in helping any council member who encounters problems. You should already have the names of your council members recorded in the spaces provided on the form. After you have completed their training, write in the date that they were trained. At the end of a week, call to ask if they have contacted their interviewees, completed any interviews, or encountered any problems. Make a record of this. Call again at the end of the second week and remind them of your deadline for the completion of the interviews. If you feel that it is necessary, you may want to call some of the council members again. When the questionnaires are returned to you, indicate it by checking the appropriate section.

Return your progress log with the final set of questionnaires that is mailed back to the research team.

Instructions for Administering the Post-test "Perceptions" forms

When the advisory council members return the questionnaire forms, ask them to sit down for a brief time to take the "Perceptions" form again. The purpose of this is to see if their attitudes have changed from the first time they answered these questions. Return this completed form with the member's questionnaires.

A "Perceptions" form for each advisory council member is attached.

Instructions for Returning Questionnaires

The large white envelopes are for you to use to return the completed questionnaires to the research team. There is a self-addressed, stamped envelope for each set of questionnaires that your advisory council members return to you. Be sure to record each completed set on your progress log. When you mail the last set of questionnaires, please enclose your master list of interviewees and your progress log. Also, mail the council members' post-tests of the "Perceptions" form with the completed interviews.